DOCUMENT RESUME

ED 367 159 FL 021 881

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TITLE Trialling of the New EL Syllabuses for Singapore Schools.
PUB DATE 91
NOTE 17p.; In: Anivan, Sarinee, Ed. Issues in Language Programme Evaluation in the 1990's. Anthology Series 27; see FL 021 869.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Development; Elementary Secondary Education; *English (Second Language); Foreign Countries; Program Evaluation; Second Language Instruction; *Second Language Programs
IDENTIFIERS *Singapore

ABSTRACT

The piloting of a new English language curriculum in Singapore's lower primary and lower secondary school in 1992 is described in three sections: (1) reasons for revising the existing curriculum; (2) objectives and procedures of the pilot testing; and (3) findings. The existing curriculum, implemented in the early 1980s, was found to be too examination-oriented and recommended no particular teaching method. The new syllabus emphasizes the processes and context of language learning, encourages exploitation of information technology, and provides less highly structured learning objectives. The curriculum is organized around themes supported by meaningful activities through which language skills can be integrated. It was first tested to determine how teachers responded to and used it, and to gain feedback about problems encountered in implementation. The draft syllabus was implemented in a stratified random sampling of 12 schools (six primary and six secondary), with assistance of specialists, and teachers completed a survey about their opinions of the draft syllabus as a document, planning an integrated sequence of lessons based on it, implementation of the lessons, and teacher training and materials development needs. Most teachers responded positively, finding the materials understandable, well-organized, and more interesting and productive in the classroom. Data on questionnaire responses are appended. (MSE)

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ED 367 159

TRIALLING OF THE NEW EL SYLLABUSES FOR SINGAPORE SCHOOLS

Goh Soon Guan

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INTRODUCTION

1 New English Language syllabuses have been prepared by the Ministry of Education and will be implemented, in stages, in all primary and secondary schools in Singapore beginning in 1992. In this paper, I will report on the trialling of the English Language syllabuses for the lower blocks, ie the lower primary and lower secondary classes. [In Singapore's education system, lower primary refers to the first 3 years of formal education in the elementary school, while lower secondary refers to the first 2 years of the secondary or junior high school]. These new syllabuses have already been distributed to all schools. The full syllabuses for both lower and upper blocks will be distributed to schools in early 1991.

OUTLINE OF PAPER

2 In Part I of this paper, I shall set out very briefly the rationale for revising the existing syllabuses in schools and then describe, again very briefly, the organisational framework of the new syllabuses. In Part II, I shall mention the objectives and then talk about how the trialling exercise was carried out. Finally, I shall share with you the findings of the trialling, which were captured mainly through a questionnaire completed by the participating teachers. These findings were confirmed through observations of lessons in the classrooms and through informal discussions with the teachers.

PART I - RATIONALE FOR REVISION

3 The existing English Language syllabuses were published in the early 1980s in conjunction with the New Education System in which streaming was first introduced in both primary and secondary schools. These syllabuses stipulate the amount of language learning at each year level, and contain a list of grammar items as well as skills for developing listening, speaking, reading and writing competence. These syllabuses are rather examination-oriented, and although certain principles underlying teaching methods are given, no particular approach for teaching English Language is recommended to the teacher.

RATIONALE BEHIND THE NEW SYLLABUSES

4 The new English Language syllabuses take a more comprehensive approach to language teaching and learning. Modern approaches to language teaching and learning, such as communicative language teaching, learner-centred pedagogy and process-oriented methods in reading and writing are taken into account. Common to these approaches are the emphases on the processes of language learning, the strategies and techniques used by good language learners, and the interaction and learning which result from different forms of classroom organisation and activities. These approaches are reflected in a number of innovative English Language programmes and projects which were implemented in our schools in the last five years, and which have been found to be effective in helping our pupils to acquire their language skills more quickly and even to enjoy language learning. I shall refer, in particular, to 3 of these programmes. They are the REAP and ACT programmes in our primary schools, and the PASSES project in selected secondary schools. REAP, which stands for Reading and English Acquisition Programme, is an interesting programme in which lower primary pupils learn English through lots of reading and language experience. ACT, which stands for Active Communicative Teaching, is an activity-based programme for upper primary pupils and stresses the integration of the four language skills. And PASSES,

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which stands for Project to Assist Selected Schools in English Skills, represents the most effective strategies to help weaker schools in upgrading their English Language programme. The basic principles of effective language teaching and learning, inherent in these programmes, are now reflected in the new English Language syllabuses and will be features of all English lessons when the syllabuses are implemented.

5 Another important consideration when revising the existing syllabuses was the importance of taking advantage of the information explosion and the advanced technology seen all around us to support our English Language programmes. The new syllabuses encourage teachers to exploit fully the benefits of extensive reading programmes as well as the power of information technology, particularly television, radio and tape, and to use more extensively other informal ways of learning such as dramatization, project work and collaborative learning. Also, to train pupils to cope with the vast amount of information and to equip them with life skills for more independent learning, the new syllabuses specify skills on learning how to learn, eg study and information skills; thinking skills; and even learning language through a better understanding and appreciation of culture.

6 In order to help our pupils build on their language skills more quickly, the new syllabuses, unlike the old ones, do not specify the amount of language learning at each year level. Instead, terminal objectives are specified for each primary or secondary block. These terminal objectives are grouped under 4 domains, viz

A Communication and Language Development
B Thinking Skills
C Learning how to learn
D Language and Culture

The provision of terminal objectives for each block allows pupils to learn much earlier certain language items or skills at a higher level within the block if they are more proficient in their language, and then proceed to the upper block and a more challenging set of terminal objectives.

ORGANISATIONAL FRAMEWORK

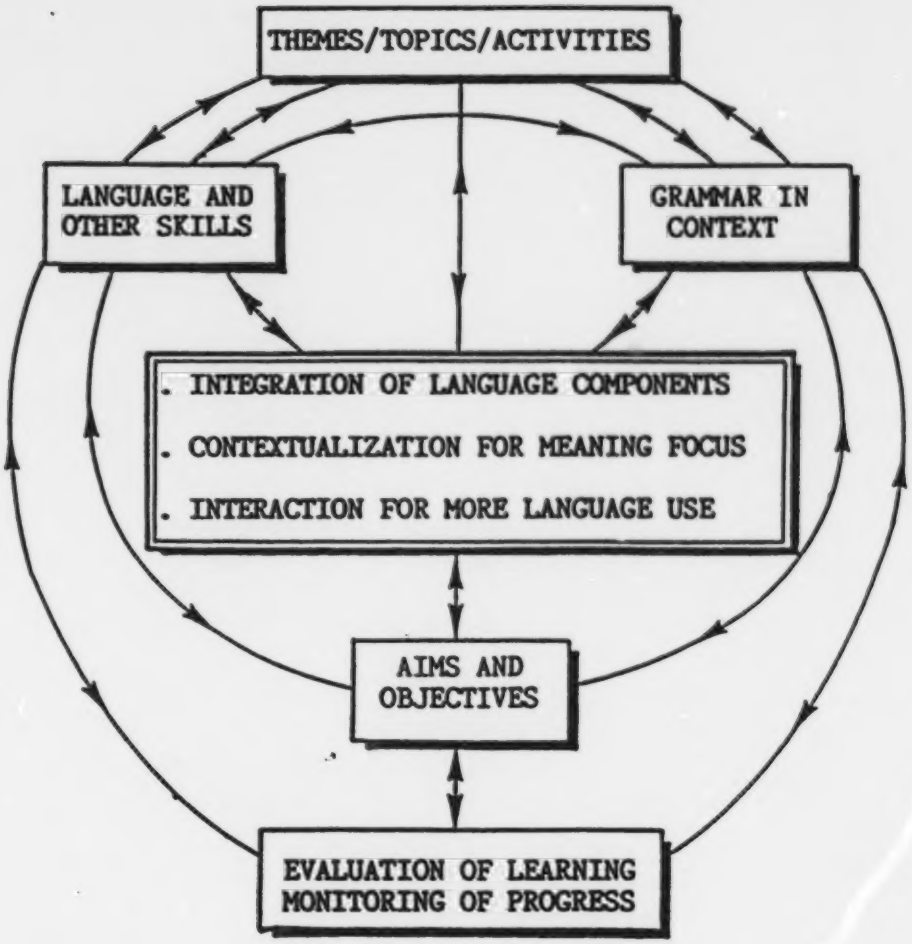
7 Since the new syllabuses stress the processes of learning and the procedures of teaching ie, methodology, we have formulated an organisational framework in which all the components are integrated to reinforce and maximise learning. This organisational framework is best explained with the use of this diagram (see Fig 1 attached). Central to this framework is the need to contextualize learning and to integrate the various skills and components in order to facilitate learning. This contextualization and integration is achieved through the use of themes which cover a wide range of topics to cater to the varied interests and maturity levels of the pupils as they progress through their school years. A list of these suggested themes can be found in our new syllabuses.

8 The themes provide the context for the teaching and learning of language and communication skills, as well as grammar, through meaningful activities. These activities are planned with appropriate objectives in mind. Through interaction in such activities (which are supported by the use of various resources) pupils develop the relevant skills as set out in the terminal objectives. These activities also provide the means for integration of the various language components. It is this integration, together with the interesting tasks and activities, which makes language learning more purposeful, more meaningful and more motivating for our pupils.

9 Finally, by monitoring and evaluating this pupil-centred learning process, the teacher gets feedback on his pupils' progress. This feedback is essential for the teacher to plan sufficiently challenging language tasks to sustain his pupils' interest and motivation in language learning.

10 The rationale and content of these six key elements (themes, skills, grammar, integration, objectives and evaluation) are elaborated in the six chapters in the syllabuses :

Figure 1 The inter-relationships between the various components of the syllabus


THEMES/TOPICS/ACTIVITIES
LANGUAGE AND OTHER SKILLS
GRAMMAR IN CONTEXT
. INTEGRATION OF LANGUAGE COMPONENTS
. CONTEXTUALIZATION FOR MEANING FOCUS
. INTERACTION FOR MORE LANGUAGE USE
AIMS AND OBJECTIVES
EVALUATION OF LEARNING MONITORING OF PROGRESS

Chapter 1 sets out the objectives of learning English based on the various needs of our pupils.

Chapter 2 discusses the pedagogic approaches based on theoretical principles that are drawn from various theories about language and learning. The integrated approach that is advocated is exemplified in a sample sequence of lessons.

Chapter 3 consists of an inventory of suggested themes and topics as well as an inventory of tasks and activities for different areas of language learning.

Chapter 4 gives the spectrum of skills, a list of micro skills for language learning, encompassing the different language components, including thinking skills, learning how to learn skills and skills relating to language and culture.

Chapter 5 is an inventory of grammar items which teachers could consult for their planning of tasks and activities.

Chapter 6 provides some guidelines for assessment and evaluation of language learning to help teachers assess their pupils' learning progress fairly and reliably. Ideas on self assessment and pupil profiling are included.

PART II - OBJECTIVES OF TRIALLING

11 Plans were made in 1988 for trialling the draft syllabuses in a representative sample of schools. The objectives of the syllabus trialling exercise were :

- To find out if teachers can understand and interpret the contents of the syllabus
- To find out if teachers can plan a framework for an integrated sequence of lessons* (about 2 weeks) by making effective use of the various inventories in the syllabus
- To find out if teachers can select and adapt relevant materials for teaching and learning, based on a theme chosen by themselves
- To find out if teachers encounter problems in implementing the planned sequence of lessons in their classes
- To obtain the above feedback from the teachers for revising the syllabuses and for planning training workshops for teachers in using the syllabuses

* An integrated sequence of lessons has the following main features :

. It consists of a series of lessons linked by a theme or topic
. It is carried out over two weeks or more
. It does not compartmentalize the language components
. It combines the learning of all language and language-related skills, functions, grammar and vocabulary
. It builds in monitoring and evaluation of language learning

METHOD USED

12 A stratified random sampling technique was used in the trialling exercise. 12 schools were identified based on their consistently high, average or weak results in English Language at the two public examinations, the Primary School Leaving Examination and the GCE 'O' Level Examination. There were six schools from the primary section, involving three teachers in each school teaching Primary 1, 2 and 3 levels, and six schools from the

secondary section involving two teachers in each school teaching Secondary 1 and 2 (either Express or Normal streams. [In the Express stream, pupils take the GCE 'O' Level Examination after four years of study, while in the Normal stream, pupils take this examination in their fifth year, if they perform well in the 'N' Level Examination]. In all, 30 teachers from 12 schools located in different parts of the country participated in this exercise.

13 In early 1989 teachers from the 12 schools selected for trialling received photostat copies of the relevant draft syllabuses for reading. Two workshops were then conducted for the teachers on interpreting and using the draft EL syllabuses, including how to plan an integrated sequence of lessons. The teachers then planned their actual sequence of lessons to be carried out in their own classes. They were assisted by a Specialist Inspector attached to each school, who also visited the classroom to see the lessons, to share ideas for teaching, and to team-teach if necessary. Finally, the teachers completed a questionnaire on the trialling of the draft English Language syllabuses.

FINDINGS

14 Part I of the questionnaire requested for a profile of each teacher. Feedback indicated that all the teachers were qualified and trained and some had additional teaching qualifications. Most of the teachers had been teaching for 5 to 15 years.

In Part II of the questionnaire, the teachers were asked to respond to 29 statements using a Likert-type scale anchored by Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The 29 statements were listed under 4 headings viz

A The Draft Syllabus as a Document
B Planning an Integrated Sequence of Lessons
C Implementation of the Integrated Sequence of Lessons
D Teacher Training and Materials Development

A The Draft Syllabus as a Document (Please refer to Appendix, Statements A1 to A6)

15 It was heartening to note that more than 70% of the teachers considered the chapters in the syllabus well organized and that 66.7% of the teachers found cross-referencing between chapters easy. On whether the syllabus had an overload of information, 50% from the primary section and 36.4% from the secondary section agreed. A considerable proportion of the teachers (about 25%) was uncertain.

16 Many teachers differed in their opinion about the concepts in the syllabus being <u>not</u> well explained, although more teachers disagreed with this statement. This negative response could be attributed to the view in Statement 5 (subscribed to by most teachers) that the language used was too technical. However, some comments given by the teachers in the questionnaire as well as in discussions during the two workshops prior to the trialling exercise indicated that it was the unfamiliarity with some linguistic terms and concepts used in the syllabus, as well as the formal register, that caused the difficulty in understanding and hence the negative response.

17 Finally, on the statement whether the syllabus provided clear guidelines for assessing pupils' progress, the responses were rather negative from the primary section but less certain from the secondary section. Teachers' unfamiliarity with certain concepts on assessment and some of the terms used, leading to minimal understanding, together with the fact that this chapter in the syllabus was not used in the planning of the integrated sequence of lessons, were possible explanations for the kinds of responses indicated.

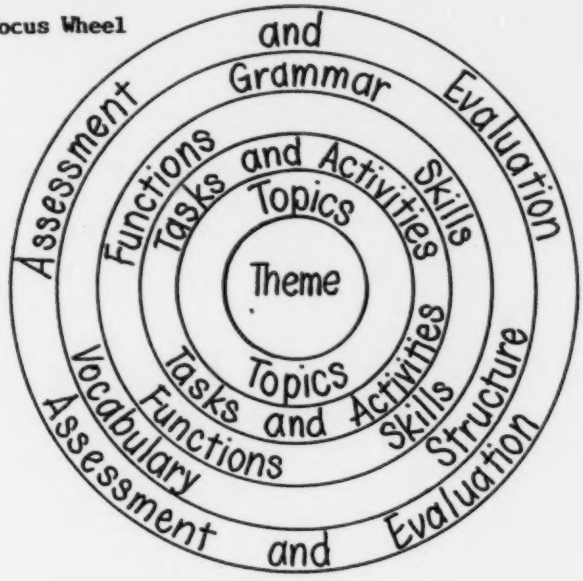
18 The findings for this section of the questionnaire were expected. It must be mentioned that many of the teachers had stated that they were not used to reading such a large quantity of material in a syllabus. (The new syllabuses contain twice as much material as the old syllabus). Moreover, many of them had only read the whole document once or

only referred to the chapters or sections within chapters that were needed for the planning of the integrated sequence of lessons.

B Planning an Integrated Sequence of Lessons (Please refer to Statements B1 to B11)

19 There was unanimous agreement in the primary section (100%) but less so in the secondary section (83.3%) that the syllabus could be used flexibly for lesson planning and for planning an integrated sequence of lessons. Also, the majority of the teachers found the examples and the Focus Wheel in Chapter 2 helpful in lesson planning. [The Focus Wheel (see Figure 2 below) is a concept used in planning an integrated sequence of lessons. It consists of a series of concentric circles. Starting from the centre of the circles is the theme followed by the topics, from which the teacher plans the tasks and activities. The teacher then thinks of the skills and functions, and the vocabulary and language structures that can be generated from the tasks and activities. Finally, ideas on assessing or evaluating what pupils have learnt are built in at the end of the sequence of lessons].

Figure 2. A Focus Wheel



20 The teachers viewed the suggested approach to lesson planning very positively. They agreed that the suggested approach encouraged the use of a variety of resources and teaching strategies and also encouraged meaningful language use among the pupils. However, the majority of teachers (above 90%) felt that this type of planning took up too much time. The teachers' response here could be linked to their agreement with Statement 11 concerning the difficulty of obtaining suitable materials for teaching and learning. Discussions with many teachers during the trialling exercise confirmed that teachers spent a great deal of their time searching for suitable materials for the topics on which they were planning their English Language lessons.

21 On Statement 9, pertaining to the possibility of covering an adequate range of language items (eg grammar, functions, vocabulary, skills), only 50% of the teachers were in agreement. About 40% of the teachers did not think that it was possible. This fairly large proportion of negative responses could be related to their response in Statement 10, where the majority of teachers agreed that the instructional objectives were not easily derived from the tasks and activities. We suspected, however, that many teachers did not know how to exploit a task/activity for particular or more varied instructional objectives. This was found out to be true during visits to teachers to assist them in the planning of an integrated sequence of lessons, when many teachers found difficulty in matching instructional objectives with tasks that they had planned for pupils.

Assessment of Inventories in the Syllabus (Please refer to Statement 12)

In this sub-section, teachers were requested to rate the various inventories listed on the left according to whether each inventory was comprehensive, useful and easy to use.

Themes and Topics

22 There was strong support that the themes in the syllabus were comprehensive, useful and easy to use.

Tasks and Activities

23 Most teachers considered the tasks/activities inventory very comprehensive and useful but not so easy to use (only 50% agreed in the primary section).

Grammar

24 About 50% of the primary teachers thought that the grammar inventory was comprehensive and useful but not so easy to use (58.8%). On the other hand most secondary teachers thought that the grammar inventory was comprehensive and easy to use but were uncertain about its usefulness (only 50% positive).

Communicative Functions

25 Responses from the primary teachers that this inventory was comprehensive, useful and easy to use were slightly more than 50%. The secondary teachers thought that this inventory was comprehensive but did not consider it very useful or easy to use.

Spectrum of Skills

26 Most primary teachers did not consider this inventory very comprehensive while secondary teachers thought that this inventory was sufficiently comprehensive but not very useful or easy to use.

27 Overall, the teachers were generally positive about the inventories of themes, topics, and tasks/activities but they did not consider the inventories of grammar items and skills very favourably. One possible reason was that many teachers were uncertain about how to teach grammar and skills in a more communicative way.

C Implementation of an Integrated Sequence of Lessons (Please refer to Statements C1 to C7)

28 When implementing the integrated sequence of lessons in the classroom, most teachers were convinced of the effectiveness of the suggested approach. The majority of teachers (about 90%) believed that pupils were more motivated to learn when teachers used the integrated approach and that the interaction generated by this approach promoted language learning. While more secondary teachers (63.6%) were confident of using this approach, fewer primary teachers (only 50%) felt confident enough. There was also a relatively large percentage of teachers (about 40%) who were uncertain about using this approach.

29 This uncertainty among some teachers could be due to their difficulty in adapting to a new teaching approach which made greater demands on the teacher's time and lesson preparation. For example, about 70% of the teachers felt that the approach took up too much time; 33.3% of the teachers felt that their pupils were bored by the sequence of lessons stretching for two weeks or more; and about 40% of teachers considered it difficult to teach grammar using this approach.

D Teacher Training and Materials Development (Please refer to Statement D1 to D4)

30 More teachers in the primary than secondary section (94.5% against 64.6%) felt that training in applying the approach was necessary. They thought that teachers who were trained in ACT or RSA courses would find it easier to use the integrated approach as advocated in the draft syllabus or to use the syllabus document itself. [RSA stands for Royal Society of Arts. This course for teachers leads to a Diploma in English Language teaching]. A fairly large proportion (45.5%) of secondary teachers, however, was rather uncertain, partly because of their ignorance of the existence of RSA courses or the PASSES programme in certain secondary schools. This was gleaned from their written comments in the completed questionnaires.

31 With regard to materials development, most teachers (100% in the primary section) indicated the need for the production of new materials based on the new syllabus. Many felt that existing course packages could not be easily adapted or exploited for use with the integrated approach, or were uncertain about how this could be done.

IMPLICATIONS

32 For this syllabus trialling, we had obtained much feedback from the the questionnaire completed by teachers. These data were complemented by classroom observations and discussions with the teachers, and in some cases, with pupils as well.

The feedback that was obtained has implications for teacher training and for revision of the draft syllabuses. With regard to the training of teachers, it was felt that teachers need to develop :

(a) a greater awareness of the integrative-interactive approach to language teaching/learning through the use of themes and topics

(b) the ability to exploit the various inventories for flexible lesson planning and integrated-interactive language use and learning. This includes the planning of appropriate and varied tasks/activities in relation to the cognitive/linguistic demands of the pupils and in relation to the language and language-related objectives that may be derived from the tasks/activities

(c) a deeper understanding of the role of grammar in language learning and how the Focus Lesson (explained in Chapter 2 of the syllabus) could be used for meaningful learning of form and accuracy

(d) a better understanding of the role of assessment in language learning

(e) better skills in time management to ensure that a planned sequence of lessons could be completed

(f) the ability to select, adapt and use learning materials to ensure that all lessons have sufficient interesting and varied audio-visual support

We shall be focussing on the above areas in the training workshops for all teachers teaching the lower blocks in the second semester of the year. In this connection, a training package has already been prepared.

33 Feedback from the trialling also pointed to the need to revise the draft syllabuses in a number of areas. For example, there was a need to simplify some linguistic terms and concepts in the draft syllabus to make the document more user-friendly. There was also a need to revise those chapters which contain the inventories to improve the ease of cross-referencing between chapters and to provide clearer guidelines in the chapter on Assessment.

CONCLUSIONS

34 It was gratifying to note that, in this syllabus trialling exercise, most teachers had cooperated and responded positively. From feedback given, the majority of teachers thought that the draft syllabuses were well organised and that the integrated approach advocated in the syllabuses, if properly implemented, would lead to more interesting and productive language learning for our pupils.

35 Relating to the objectives of the syllabus trialling, the findings had indicated that the teacher respondents were generally able to understand and interpret the contents of the syllabuses. With some guidance they had been able to plan a framework for an integrated sequence of lessons, using the various chapters and inventories in the syllabuses, and to select and adapt relevant materials for teaching and learning. We were also able to obtain useful information from the teachers for the revision of the draft syllabuses.

FINAL CONCLUSION (EPILOGUE)

36 Based on feedback and the findings of the trialling exercise, we made the necessary amendments and revisions to the draft syllabuses. This work was completed in the second semester of last year (1989), and the syllabuses have recently been distributed to all schools and training institutions. Given the necessary training in the use of the syllabuses, together with the availability of learning materials developed along the lines suggested in the syllabuses, we are confident that all teachers will be able to use the new syllabuses for more effective and efficient teaching and learning of English Language in the 1990s.

Appendix

QUESTIONNAIRE ON TRIALLING OF DRAFT EL SYLLABUSES (LOWER PRIMARY AND LOWER SECONDARY)

PART II

A THE DRAFT SYLLABUS AS A DOCUMENT

1 The chapters are well organized.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	11.1	72.2	0	16.7	0
Secondary	27.3	45.5	18.2	9.1	0

2 Cross-referencing is easy.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	5.6	61.1	5.6	22.2	5.6
Secondary	16.7	50.0	8.3	25.0	0

3 There is an overload of information.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	11.1	38.9	22.2	27.8	0
Secondary	0	36.4	27.3	36.4	0

4 The concepts are not well explained.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	0	38.9	16.7	44.4	0
Secondary	0	36.4	9.1	45.5	9.1

5 The language is too technical.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	27.8	50.0	0	22.2	0
Secondary	8.3	50.0	8.3	33.3	0

6 It provides clear guidelines for assessment of pupils' EL progress.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	5.6	27.8	0	33.3	33.3
Secondary	0	50.0	16.7	25.0	8.3

B PLANNING AN INTEGRATED SEQUENCE OF LESSONS

1 The syllabus can be used flexibly for lesson planning.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	16.7	83.3	0	0	0
Secondary	16.7	66.7	16.7	0	0

2 It can be used for planning an integrated sequence of lessons.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	11.1	88.9	0	0	0
Secondary	8.3	75.0	16.7	0	0

3 The examples in Chapter 2 help in the planning of an integrated sequence of lessons.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	22.2	77.8	0	0	0
Secondary	8.3	83.3	0	8.3	0

4 The Focus Wheel facilitates planning.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	11.1	88.9	0	0	0
Secondary	0	66.7	8.3	16.7	8.3

5 Planning takes up too much time.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	50.0	44.4	0	5.6	0
Secondary	33.3	58.3	8.3	0	0

6 The approach suggested in the syllabus encourages the use of a variety of resources.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	33.3	66.7	0	0	0
Secondary	41.7	50.0	8.3	0	0

7 The suggested approach encourages a variety of teaching strategies.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	22.2	77.8	0	0	0
Secondary	16.7	75.0	8.3	0	0

8 The suggested approach encourages meaningful language use.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	11.1	66.7	16.7	5.6	0
Secondary	0	91.7	8.3	0	0

9 It is not possible to cover an adequate range of language items (eg grammar, functions, vocabulary, skills) in the lesson sequence.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	0	38.9	11.1	50.0	0
Secondary	16.7	25.0	8.3	50.0	0

10 The instructional objectives (IOs) are not easily derived from the tasks/activities.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	5.6	66.7	22.2	5.6	0
Secondary	0	58.3	8.3	33.3	0

11 It is difficult to obtain suitable materials for teaching/learning.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	11.1	66.7	11.1	11.1	0
Secondary	16.7	50.0	8.3	16.7	8.3

12 Assess the inventories in the syllabus using the 4-point scale below:-

INVENTORY	Level	Comprehensive				Useful				Easy to Use			
		1	2	3	4	1	2	3	4	1	2	3	4
Themes	Pr	0	5.6	61.1	33.3	0	16.7	38.9	44.4	5.6	16.7	55.6	22.2
	Sec	0	16.7	41.7	41.7	0	25.0	33.3	41.7	0	33.3	33.3	33.3
Tasks and Activities	Pr	0	11.1	66.7	22.2	0	22.2	61.1	16.7	0	50.0	33.3	16.7
	Sec	0	16.7	75.0	8.3	0	16.7	75.0	8.3	0	33.3	66.7	0
Grammar	Pr	0	47.1	29.4	23.5	5.9	38.9	29.4	23.5	5.9	52.9	17.7	23.5
	Sec	8.3	16.7	41.7	33.3	8.3	41.7	33.3	16.7	16.7	16.7	50.0	16.7
Communicative Functions	Pr	0	44.4	16.7	38.9	5.6	33.3	38.9	22.2	11.1	33.3	38.9	16.7
	Sec	16.7	8.3	66.7	8.3	16.7	33.3	50.0	0	16.7	41.7	41.7	0
Spectrum of Skills	Pr	16.7	50.0	22.2	11.1	22.2	50.0	27.8	0	27.8	50.0	22.2	0
	Sec	8.3	16.7	66.7	8.3	16.7	41.7	33.3	8.3	25.0	33.3	41.7	0

C IMPLEMENTATION OF INTEGRATED SEQUENCE OF LESSONS

1 I am convinced of the effectiveness of the suggested approach.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	0	66.7	27.8	5.6	0
Secondary	8.3	75.0	16.7	0	0

2 I am confident about using this approach.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	0	50.0	44.4	5.6	0
Secondary	9.1	54.5	36.4	0	0

3 The pupils are motivated to learn by this approach.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	16.7	72.2	11.1	0	0
Secondary	0	90.9	9.1	0	0

4 The interactive method does not promote language learning.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	0	22.2	0	72.2	5.6
Secondary	0	18.2	27.3	36.4	18.2

5 This approach takes up too much time.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	16.7	50.0	11.1	22.2	0
Secondary	27.3	45.5	18.2	9.1	0

6 Pupils are bored by the integrated sequence of lessons stretched over 2 weeks or more.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	0	33.3	27.8	38.9	0
Secondary	0	33.3	25.0	33.3	8.3

7 It is difficult to teach grammar using this approach.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	5.6	33.3	16.7	44.4	0
Secondary	8.3	25.0	25.0	41.7	0

D TEACHER TRAINING AND MATERIALS DEVELOPMENT

1 A teacher needs to be trained to apply this approach.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	38.9	55.6	5.6	0	0
Secondary	8.3	58.3	16.7	8.3	8.3

2 Teachers trained in programmes/courses like ACT, RSA, PASSES will find it easy to use this approach/syllabus.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	16.7	66.7	16.7	0	0
Secondary	27.3	18.2	45.5	9.1	0

3 Course packages currently in use by the schools can be exploited easily for this approach.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	5.6	44.8	22.2	27.8	0
Secondary	0	25.0	41.7	25.0	8.3

4 New materials based on the syllabus will be most helpful.

Response / Level	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Primary	88.9	11.1	0	0	0
Secondary	50.0	33.3	8.3	0	8.3